



# Post Desegregation Consent Decree Plan

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# Historical Background

- Since 1980, CPS Consent Decree mandated race-based admission policy for magnet and selective enrollment schools
- On September 24th United States District Court Judge Charles P. Kocoras vacated this Decree

## 1980 Consent Decree Goal

*Create integrated schools defined as  
15-35% white and 65-85% minority*

# **Consent Decree Achievements**

- **The Court recognized the District's long standing efforts to develop and maintain integrated magnet and selective enrollment programs**
- **Under the Decree, the District created or maintained approximately:**
  - **50 magnet schools**
  - **220 neighborhood schools with magnet programs**
  - **9 selective enrollment high schools**
  - **20 classical and gifted programs**
  - **6 academic centers**
  - **2 international gifted programs**

# **Historical Background**

- **In June 2007, the United States Supreme Court struck down race-based admissions plans in Seattle and in Jefferson County KY**
- **The court ruled that the United States Constitution did not permit those school districts to classify or assign students on the basis of race or national origin**

**“What the government is not permitted to do, absent a showing of necessity not made here, is to classify every student on the basis of race and to assign each of them to schools based on that classification.”**

**Justice Anthony M. Kennedy**

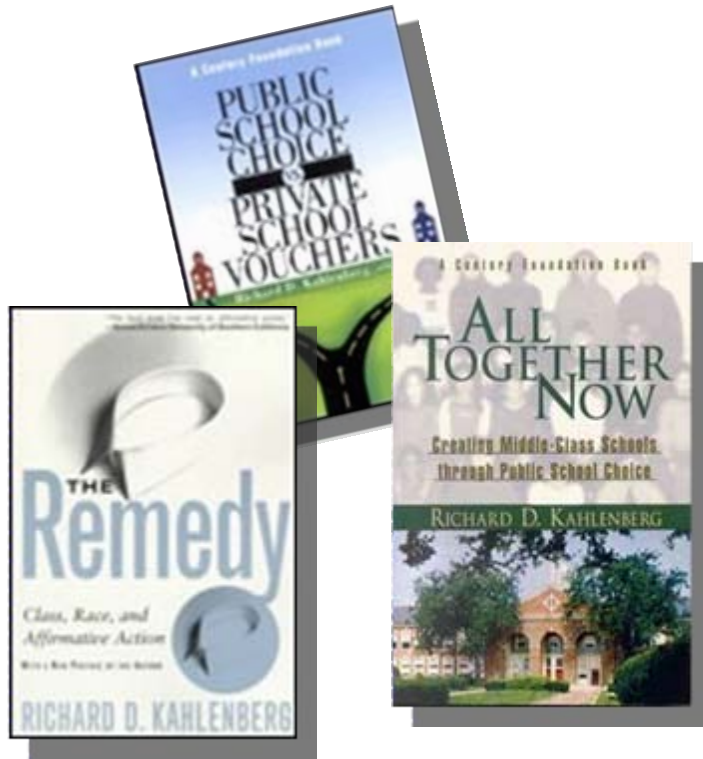
# **CPS Moving Forward**

- **The timing of the September 24th order compelled an immediate change in CPS policy -- new policy must be implemented for the 2010-2011 school year**
- **6 public hearings from November 14th to November 21st**
- **Policy will be presented at the December 16th Board meeting**
- **One-year policy affecting only incoming classes for 2010/2011 school year**

# **CPS Moving Forward**

- **In anticipation of this ruling, CPS began to lay the foundation for a new process in 2007**
- **This work included review of policies in other districts and consultation with Richard Kahlenberg, one of the leading advocates for the use of socio-economic factors in student assignment systems**

# Richard D. Kahlenberg



*“Of the 70 district policies across the country using socio-economic status in student assignment, Chicago’s proposed plan is among the most innovative”*

- **Senior fellow at The Century Foundation**
- **Writes about education, equal opportunity, and civil rights.**
- **Magna cum laude from Harvard and cum laude from Harvard Law School**

# Why Socio-economic Factors For

## Admissions?

- ✓ **Students who live in poverty and attend economically isolated schools generally experience lower educational outcomes**
- ✓ **However, students who live in poverty and attend schools with socially and economically diverse student populations experience higher educational outcomes than their peers who attend isolated schools**
- ✓ **Diverse learning communities benefit all students by better preparing them to live in a diverse society and to compete in the global economy**



# Why Socio-economic Factors For

## Admissions?



**Focusing on economic diversity will help prevent select schools from becoming accessible only to children from wealthier families and neighborhoods**



**Economic diversity will also promote equitable and fair outcomes across all communities in Chicago**



# **STEP**

**1**

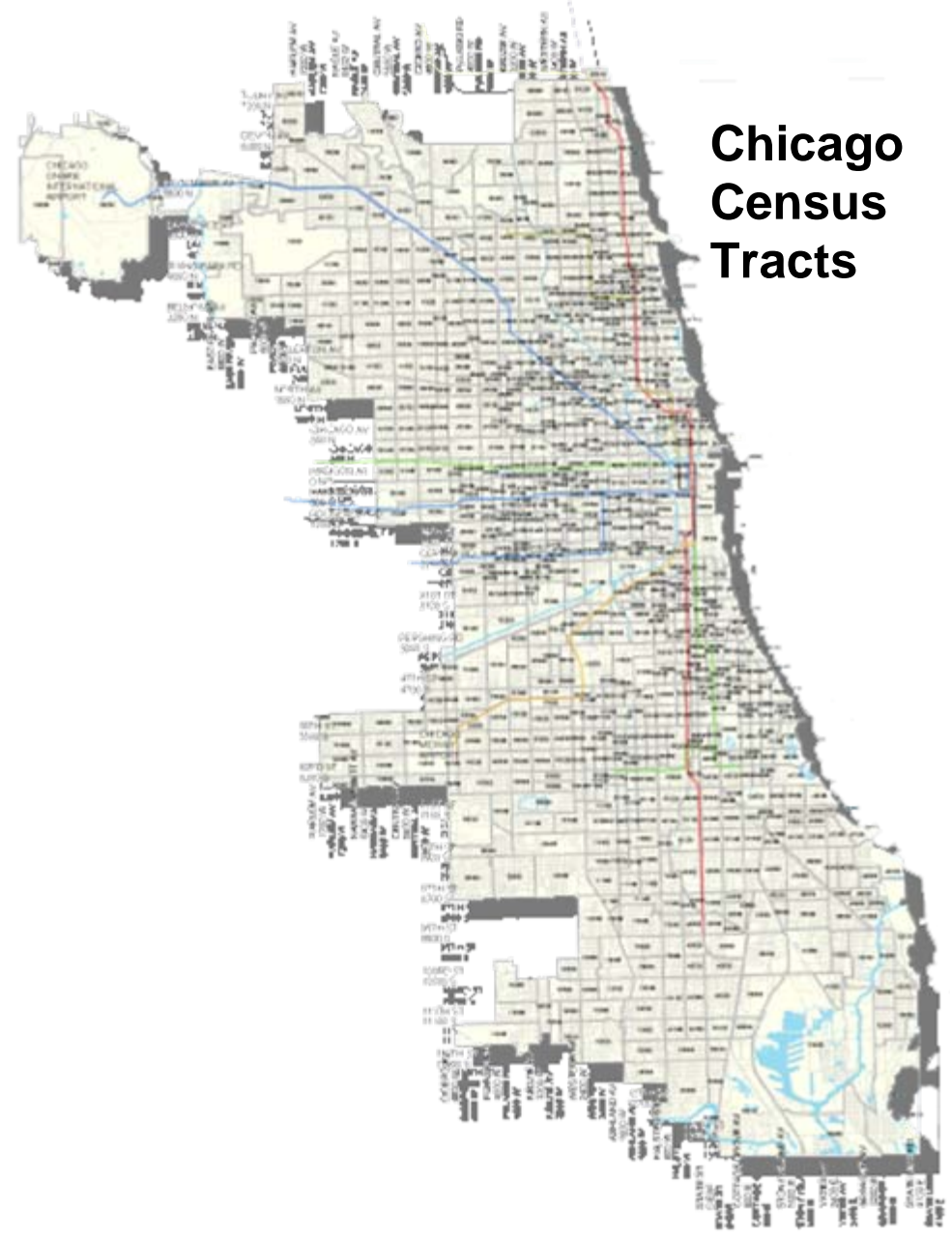
**Identify socio-economic variables that correlate with educational outcomes**

- 1. Median family income**
- 2. Adult educational attainment**
- 3. % of single-parent households**
- 4. % of owner-occupied homes**
- 5. % of school-age children living in homes where a language other than English is spoken**

# STEP 2

## Calculate score for each of Chicago's census tracts

- Using updated census data for each tract, calculate the score for each of the 5 socio-economic variables
- Equally weight each of the 5 variables

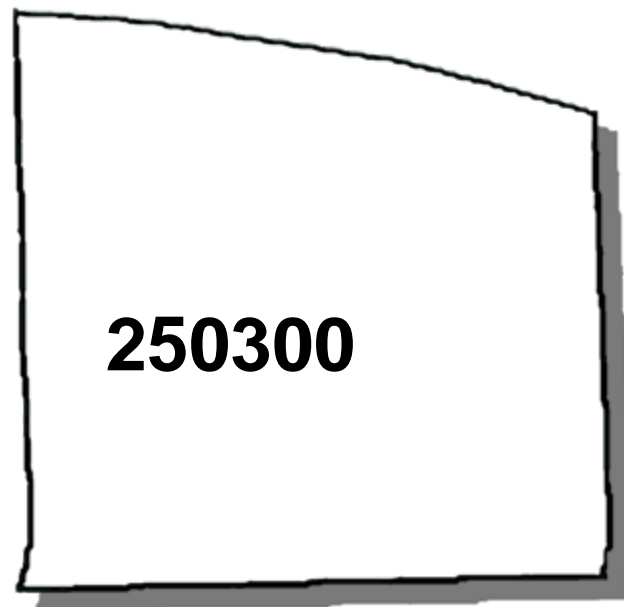


# STEP

# 2

## Calculate score for each census tract

CENSUS TRACT 250300		SCORE
Median Family Income	\$43,580	.63
Adult Educational Attainment	Less than H.S. = 1,009 H.S. = 746 Some College = 904 College degree = 104 Graduate Educ. = 93	.46
% of Single-parent Households =	60%	.31
% of Owner-occupied Homes =	43%	.54
% Non-English Language =		



Near North Ave.  
and Central Ave.

$$\div 5 = .51$$

**Composite Score**

# STEP

# 3

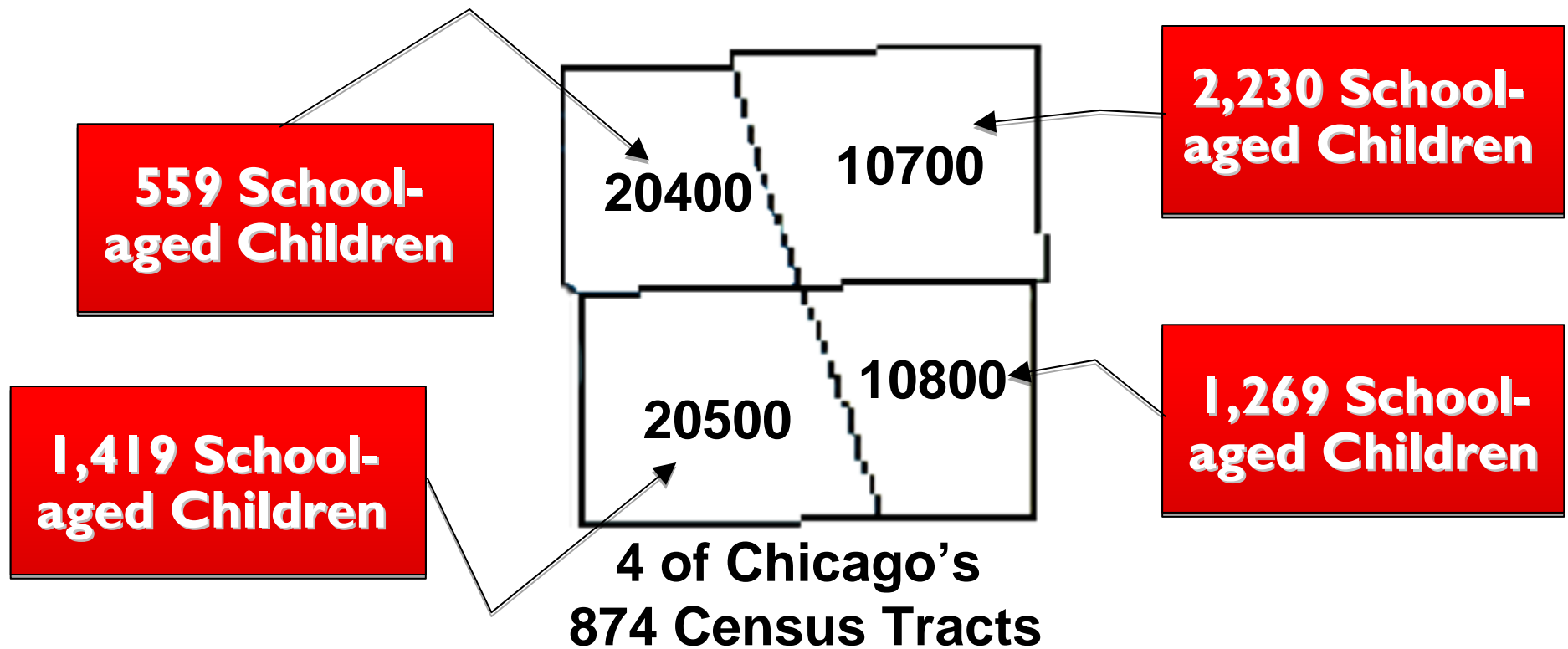
## Rank order census tracts

- Using the composite score for each tract, place them in rank order from high to low

Summary of Census Tract Socioeconomic Data for the City of Chicago													
Tract	Median Family Income	Less Than High School	High School	Some College	College Graduate	Graduate School	Educational Attainment Score	% of Single Parent Households	% of Owners Occupied Homes	% of Homes where a Language other than English is Spoken	5-Factor Socioeconomic Score	5-Factor Socioeconomic Tier	
284100	\$11,730	88	26	21	17	0	0.24561	66%	10%	77%	0.09168	1	Chicago
311200	\$12,230	70	22	22	18	0	0.32941	41%	17%	100%	0.13023	1	
381600	\$10,370	122	70	20	23	0	0.26957	94%	0%	6%	0.14238	1	
360500	\$5,250	32	158	137	138	9	0.28429	91%	23%	5%	0.15471	1	
610500	\$14,792	188	92	203	139	11	0.33895	89%	7%	30%	0.1548	1	
81900	\$11,686	32	70	37	139	4	0.32903	93%	1%	88%	0.16457	1	
280900	\$5,742	409	20	37	24	63	0.33265	78%	17%	60%	0.17664	1	
291500	\$32,829	422	137	422	137	143	0.31619	42%	27%	64%	0.18719	1	
310600	\$23,145	136	203	526	138	32	0.30325	53%	14%	3%	0.1901	1	
222800	\$21,680	2,435	37	36	143	32	0.31541	90%	8%	70%	0.19741	1	
461000	\$21,125	432	136	526	138	32	0.32377	52%	17%	5%	0.19976	1	
300300	\$21,125	432	136	526	138	32	0.32377	52%	17%	5%	0.19976	1	
240100	\$5,000	383	36	164	138	32	0.32989	75%	4%	73%	0.20091	1	
281300	\$12,639	409	230	27	138	32	0.36187	87%	27%	0%	0.20434	1	
80900	\$23,000	35	164	27	138	32	0.31979	93%	1%	2%	0.2072	1	
230100	\$13,382	391	27	203	231	33	0.2799	92%	1%	5%	0.21301	1	
360600	\$23,667	483	203	262	211	24	0.29147	89%	7%	4%	0.21363	1	
391500	\$11,047	619	262	195	211	24	0.32695	87%	11%	4%	0.21559	1	
283900	\$8,295	262	195	107	211	24	0.38455	85%	1%	7%	0.21582	1	
400800	\$14,250	606	377	377	239	9	0.36401	88%	9%	97%	0.2163	1	
460800	\$11,429	1,078	113	606	377	239	0.3731	87%	25%	0%	0.21667	1	
360200	\$12,303	717	421	421	422	71	0.39613	28%	6%	81%	0.22037	1	
360300	\$12,318	1,041	421	421	422	71	0.31861	94%	36%	1%	0.22053	1	
300100	\$16,667	363	727	727	468	15	0.3266	42%	1%	91%	0.22102	1	
400200	\$26,774	146	283	421	182	0	0.29487	95%	22%	93%	0.22245	1	
222900	\$9,896	654	111	111	111	88	0.35703	28%	25%	91%	0.22301	1	
381300	\$21,339	198	295	111	111	88	0.30997	27%	24%	1%	0.22332	1	
300200	\$9,050	553	118	98	126	14	0.34713	93%	16%	3%	0.22332	1	
300300	\$28,167	254	94	60	126	14	0.34713	93%	16%	3%	0.22332	1	
300900	\$26,875	431	123	126	126	14	0.34713	93%	16%	3%	0.22332	1	
610300	\$27,213	2,062	82	43	126	14	0.34713	93%	16%	3%	0.22332	1	
80800	\$5,262	1,694	436	296	126	14	0.34713	93%	16%	3%	0.22332	1	
290200	\$14,315	331	382	365	126	14	0.34713	93%	16%	3%	0.22332	1	
290200	\$14,315	331	382	365	126	14	0.34713	93%	16%	3%	0.22332	1	

# **STEP 4** Determine school-aged children in each census tract

- Using census data, determine the school-aged children (5-18 years) who live in each tract

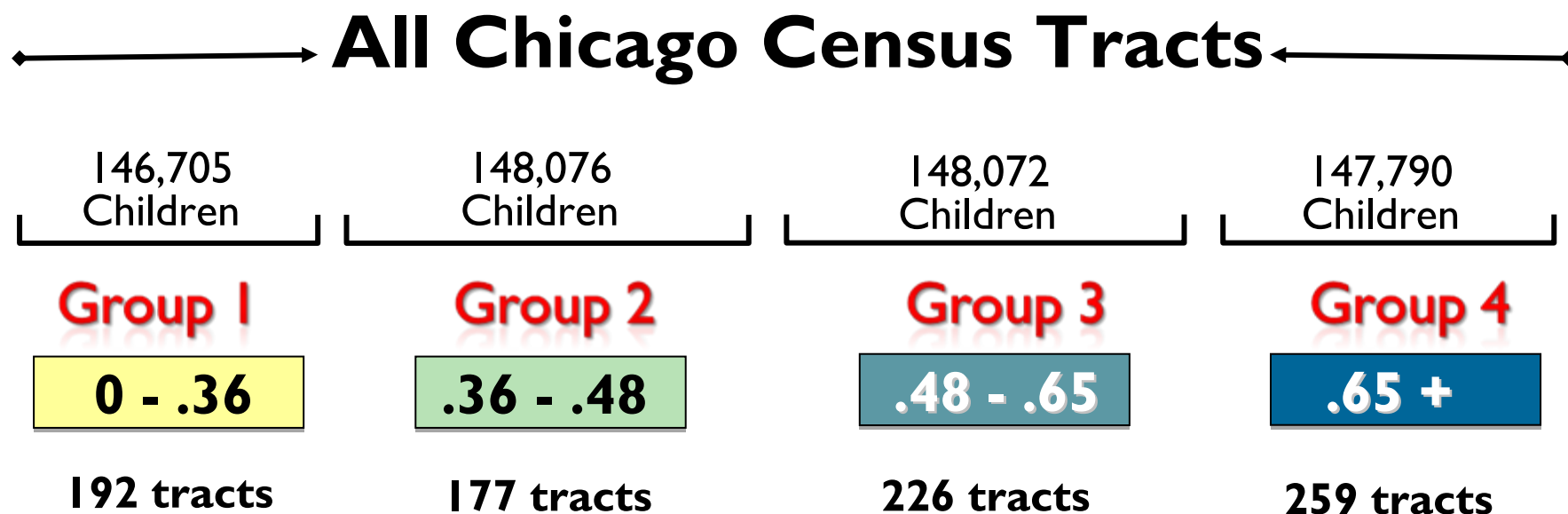


# STEP

# 5

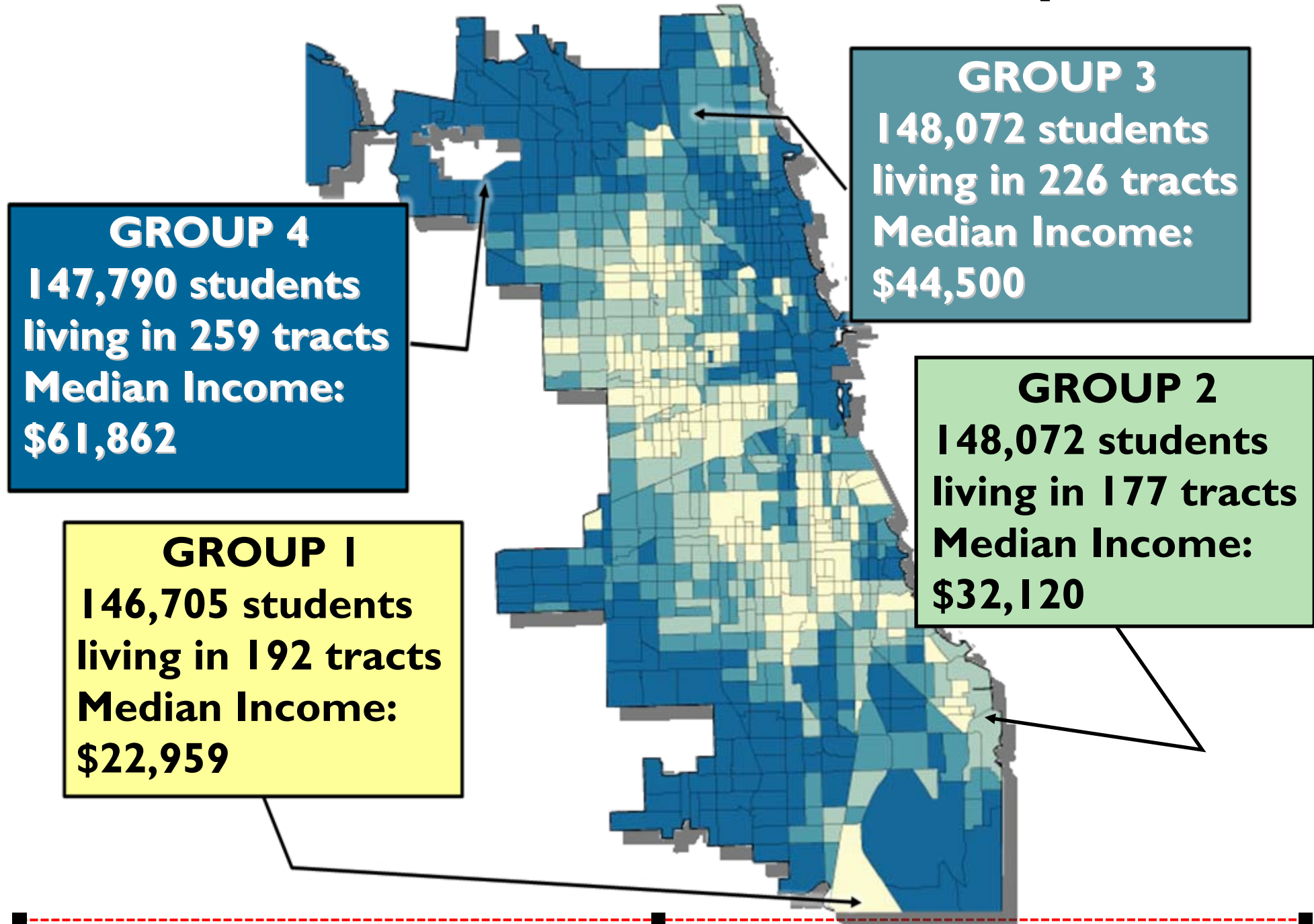
## Create 4 relatively equal groups of children identified by census tract

- 590,643 school-aged children living in 874 census tracts
- These tracts were divided into 4 approximately equal groups of school-aged children





# Socio-economic Score Map





# Census Tract 250300: Group 3

- With a composite score of .51, Census Tract 250300 is placed in Group 3

CENSUS TRACT 250300	SCORE
Median family income =	.63
Adult educational attainment =	.46
% of single-parent households =	.31
% of owner-occupied homes =	.54
% non-English language =	.62
<b>TOTAL SCORE</b>	<b>2.56</b>

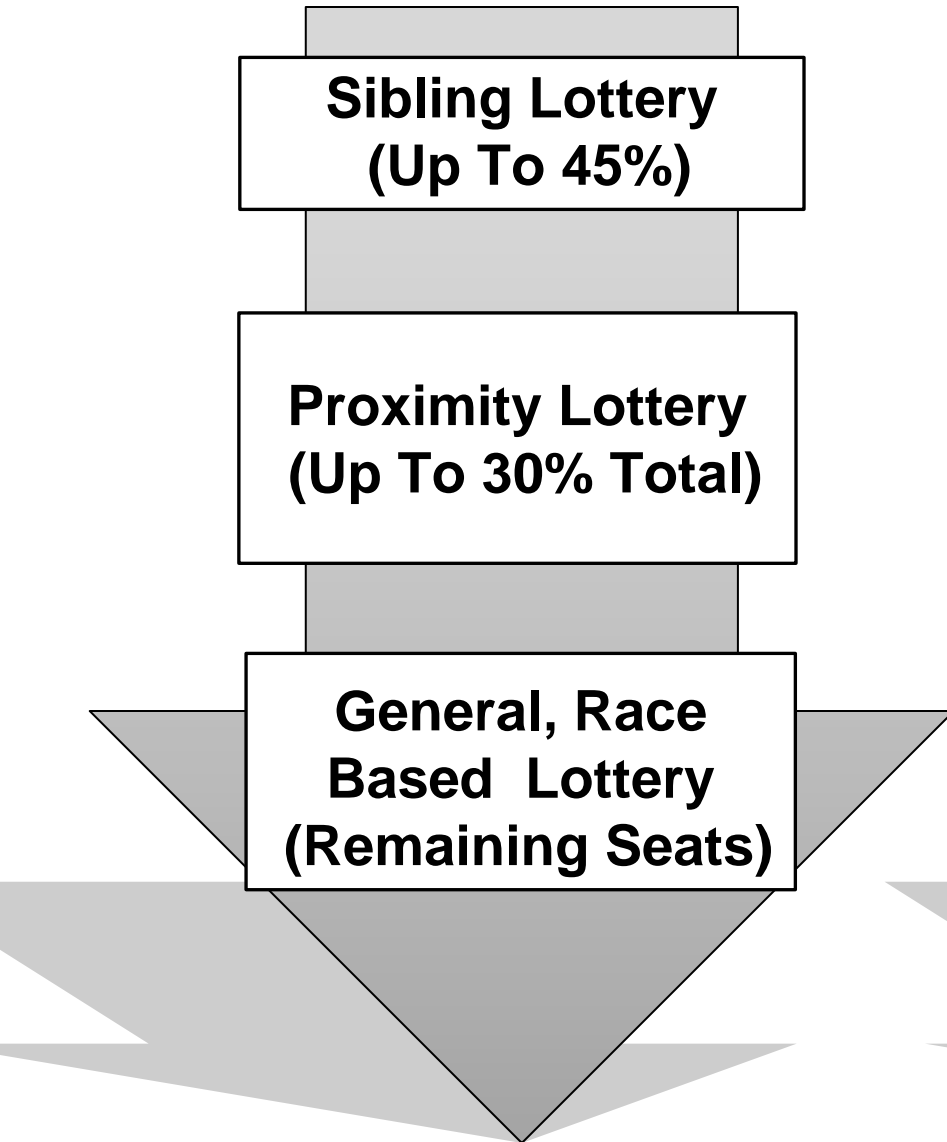
Census  
Tract  
250300

$$\div 5 = .51$$

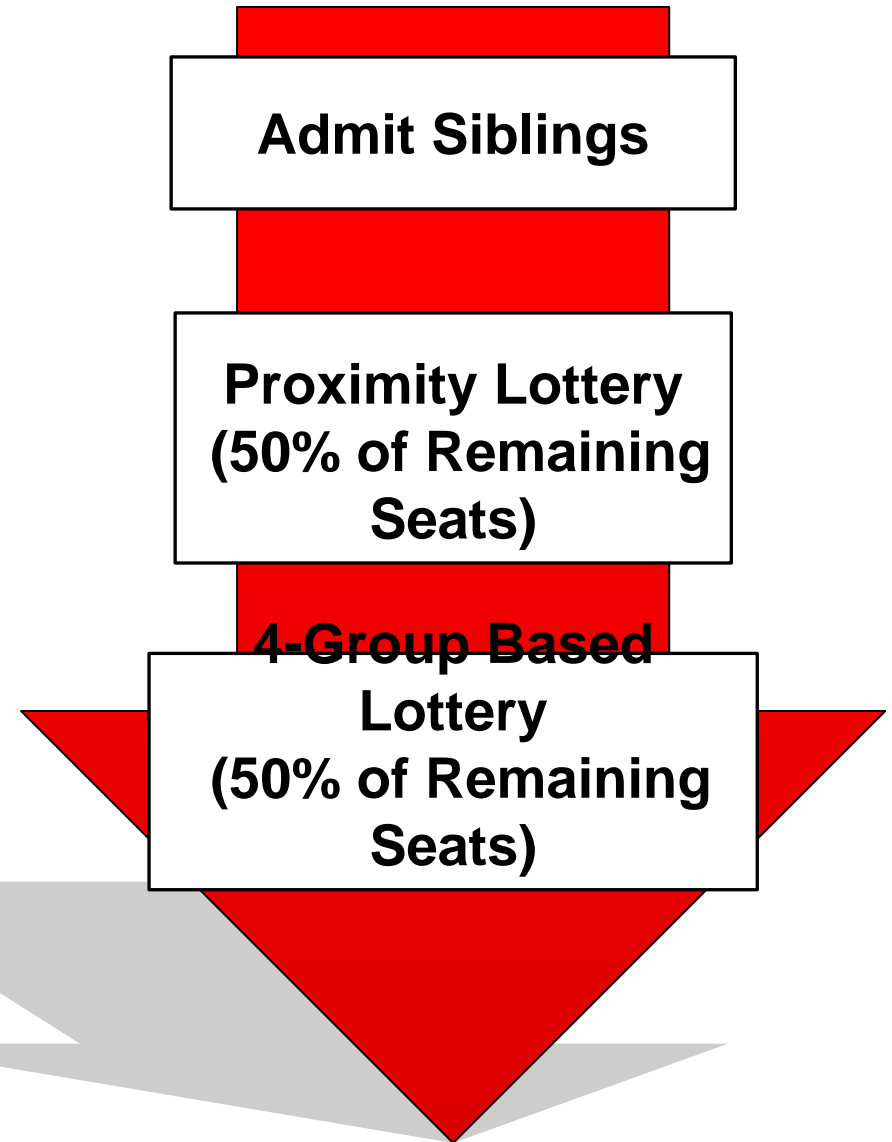
**Composite Score**

# ■ Hypothetical Magnet School Process ■

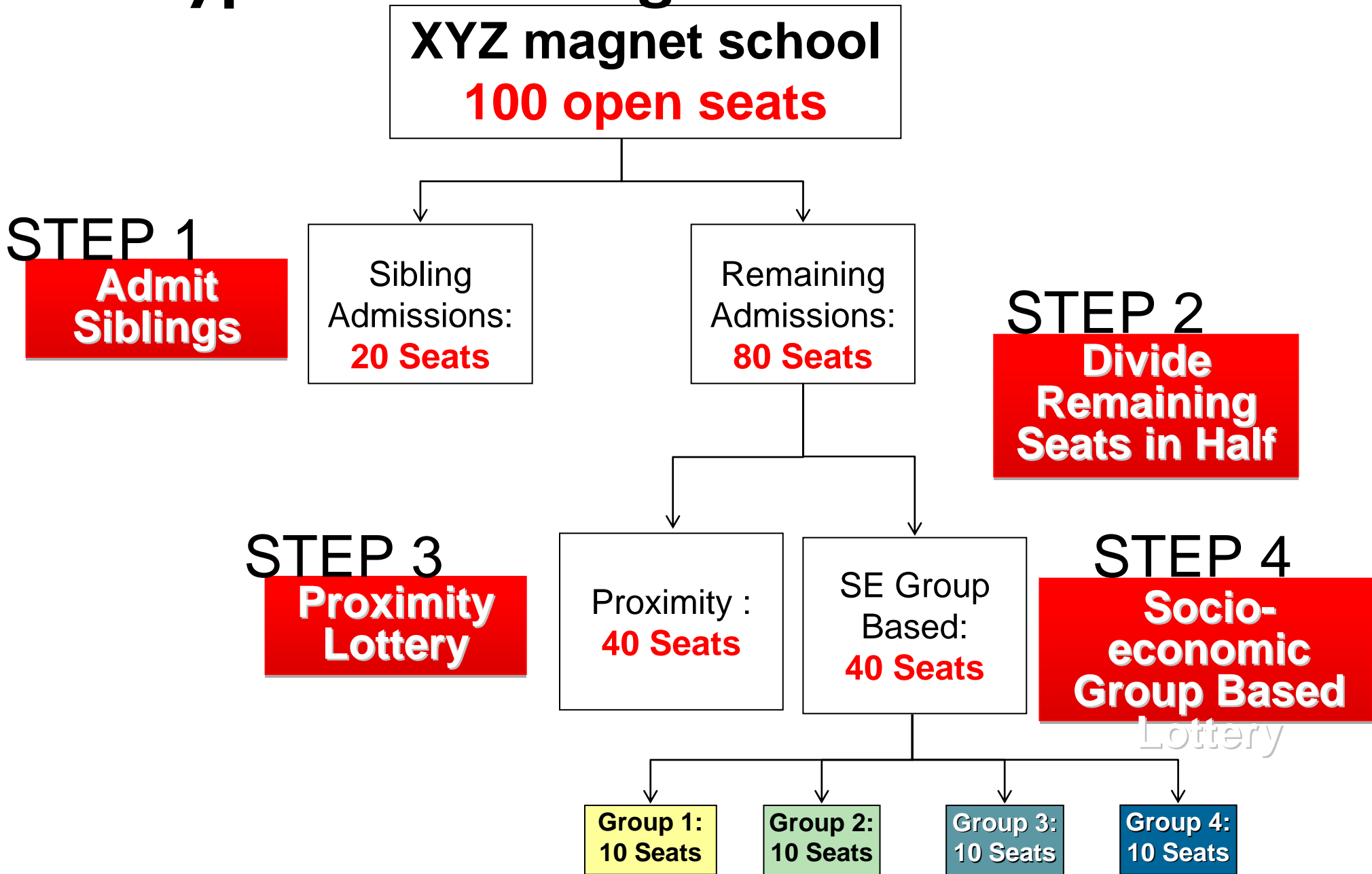
## Old Process



## New Process



# ■ ..... Hypothetical Magnet School Process ..... ■



# Hypothetical Magnet School Process

## #1 Siblings admitted\*



**#2** Of remaining,  
up to 50%  
admitted by  
proximity



Neighborhood

**#3** Remaining  
admitted by  
lottery from  
citywide in  
census groups

\* Provided seats are available

Group 1

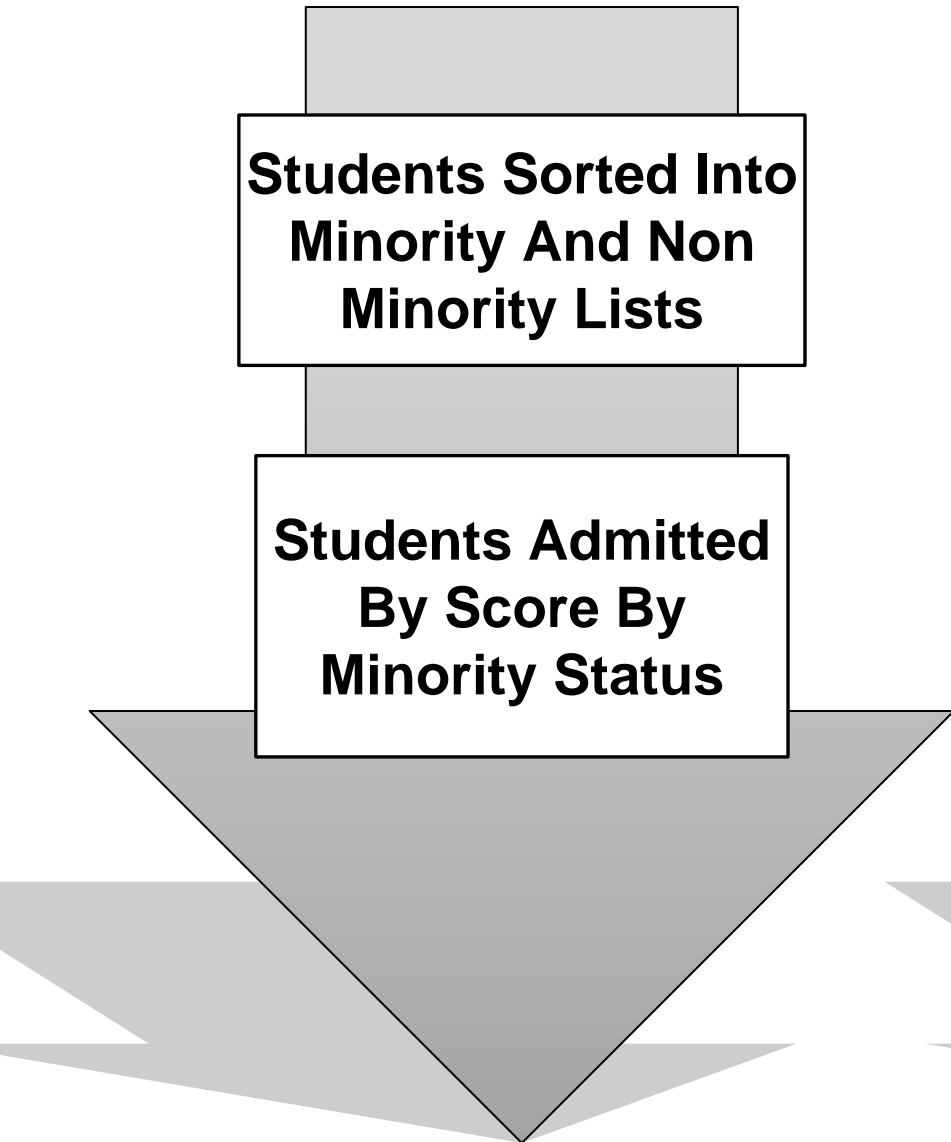
Group 2

Group 3

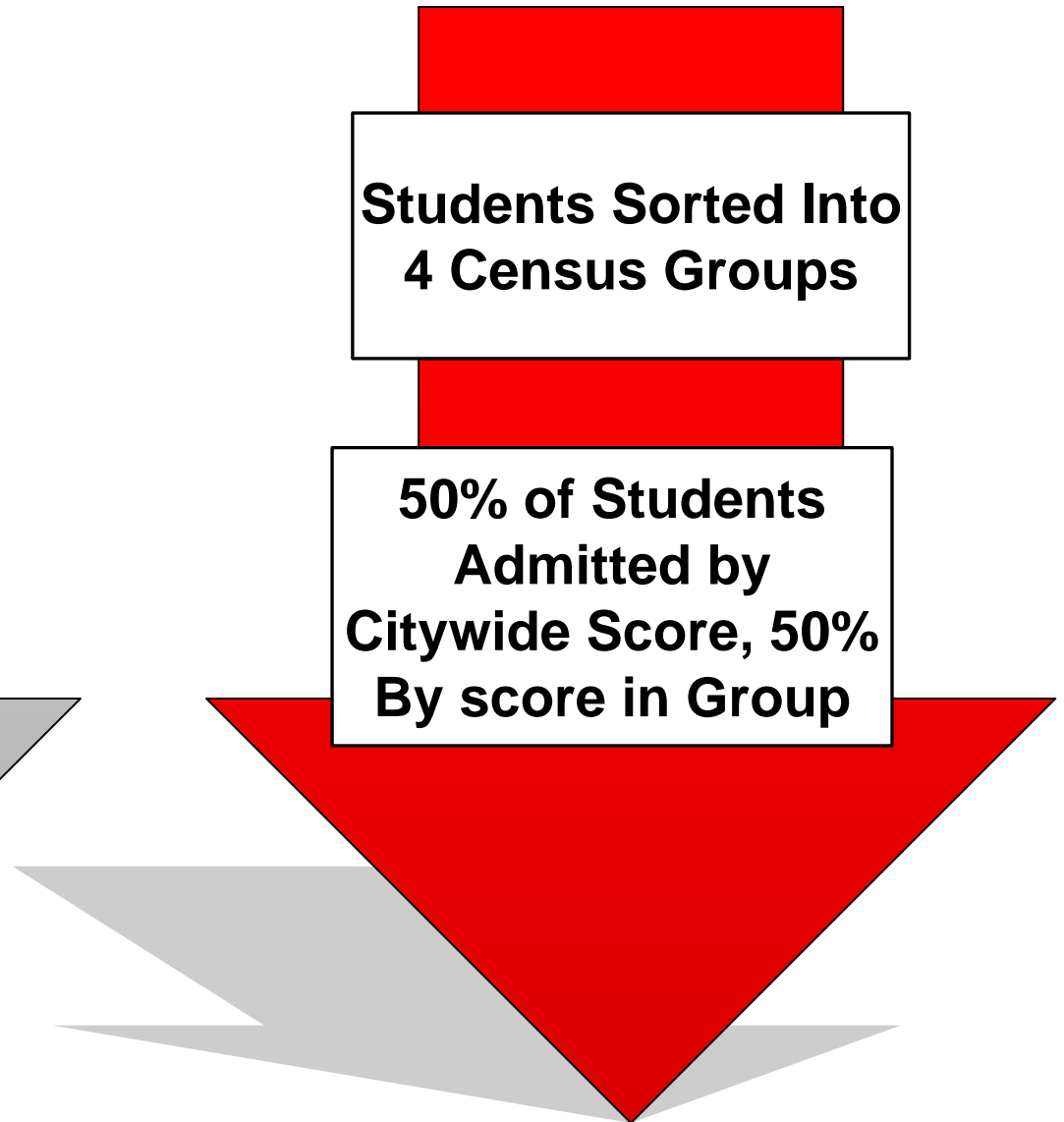
Group 4

# **Hypothetical Selective Enrollment Process**

## **Old Process**



## **New Process**



# Hypothetical Selective Enrollment

## Process

**200 Total  
Seats**

**STEP 2**  
**Rank Order  
In Group**

**Admissions  
by Group:  
100 Seats**

**Test Score  
Rank Order  
Admissions:  
100 seats**

**STEP 1**  
**Citywide  
Rank Order**

**Group 1:  
25 Seats**

**Group 2:  
25 Seats**

**Group 3:  
25 Seats**

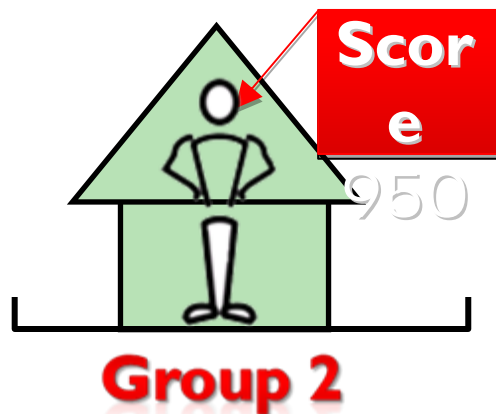
**Group 4:  
25 Seats**

**STEP 3**

**Compare  
Admissions  
Outcome/Offer  
Highest Choice**

# Former Selective Enrollment

- John lives in a **Group 2** tract and has a **950** test score
- He picks the following schools in order: (1) **Walter Payton**, (2) **Jones**, (3) **Whitney Young** and (4) **King**
- John's score is too low for his first choice, **Payton**
- John's **950** score is competitive at **Jones**, **Whitney Young** and **King** but he was not selected because he did not list those schools as his first choice on his application

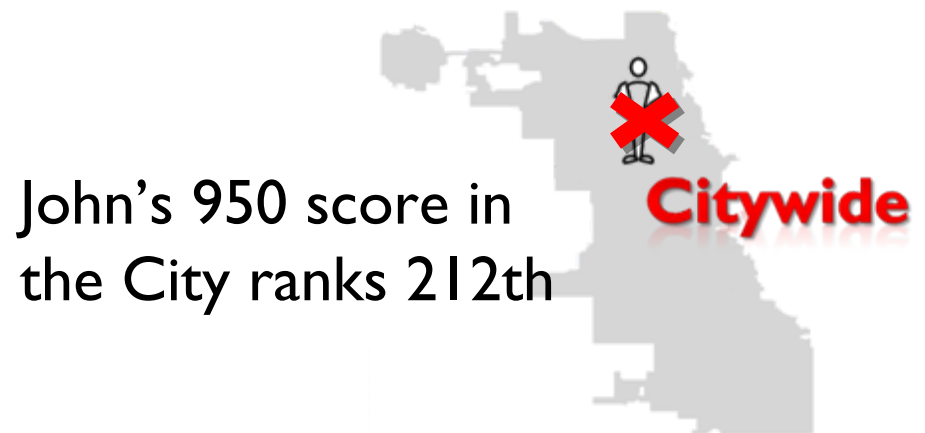
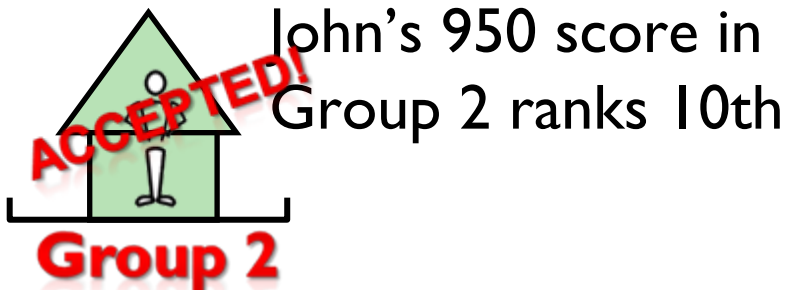


SCHOOL	RESULT
Walter Payton	<b>NO</b> – Score too low
Jones	<b>NO</b> – Selected Jones 2 <sup>nd</sup>
Whitney Young	<b>NO</b> – Selected Young 3 <sup>rd</sup>
King	<b>NO</b> – Selected King 4 <sup>th</sup>

# New Selective Enrollment

- #1** Up to 50% of seats filled based on highest test scores citywide
- #2** Remaining seats filled based on highest test scores within each of 4 groups
- #3** Student gets his single best offer

- John lives in a **Group 2** tract and has a **950** test score
- He picks **Walter Payton** as his top choice
- Competing against all applicants, John's **950** score is not enough on a pure test score basis to qualify for **Walter Payton**
- But, competing against students in his **Group**, he receives an offer





# Post Desegregation Consent Decree Plan

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# ■ **Principal Discretion Recommendations** ■

- **No discretion for magnet schools for one year**
- **Tightly defined and centrally regulated discretion for selective enrollment high schools**
  - **Centralized application process**
  - **Principal affidavit**
  - **Review committee**
  - **Annual audit process**



# **Suggested Process Changes**

- **Single Offer Model: Students selected by computer algorithm and will receive only one offer**
  - **Would mirror current elementary gifted and classical process**
  - **Optimizes student choice**
  - **No penalty for expressing preferences on application form.**
  - **More fair**